

Infinite Campus: Extra Year in Primary

Quick Reference Card

Release date: 3/08/2023

Custom Report: Extra Year in Primary – The purpose of these reports is to identify students who have taken longer than five (5) years to advance from Kindergarten to Fourth Grade within a district; based on primary enrollments. Individual rows represent student enrollments K-4; therefore, there will be six rows for each student reflected. Only students who spent more than five (5) years in one or more of the district’s primary school programs are included.

Selection Criteria: Use the Campus toolbar to select the school(s) and calendar year you would like to use for the report. Selecting “All Years” will not work.

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Pathway: KY State Reporting | KDE Reports | QA Extra Year in Primary

NOTE: Users must be granted access by local KSIS administrator before they will see this report.

Report Sample: The **Detail** report will be generated in Excel format. Fields provided are: Report Year, District Number, District Name, School Number, School Name, SSID, Last Name, First Name, MI, End Year of Enrollment, Grade Level, Female, Male, African American, American Indian or Alaska Native, Asian, Hispanic, Native Hawaiian or Other Pacific Islander, Two or more races, White, Economically Disadvantaged, English Learner, Foster Care, Gifted and Talented, Homeless, Migrant, Military Connected, Students with Disabilities (IEP), and Report Run Date. For enrollment End Year and grade level detail, each enrollment is applicable to the calculation.

Reporting Year	District Number	District Name	School Number	School Name	SSID	Last Name	First Name	MI	Enrollment End Year	Grade Level	Female	Male	African American	American Indian or Alaska Native	Asian	Hispanic	Native Hawaiian or Other Pacific Islander	Two or more races	White	Economically Disadvantaged	English Learner	Foster Care	Gifted and Talented	Homeless	Migrant	Military Connected	Students with Disabilities (IEP)	Report Run Date
20212022	55555	County 1	555	Elementary School 1	12345678	Student	Good	A	2016	00	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	03/21/2022
20212022	55555	County 1	555	Elementary School 1	12345678	Student	Good	A	2017	01	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	03/21/2022
20212022	55555	County 1	555	Elementary School 1	12345678	Student	Good	A	2018	02	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	03/21/2022
20212022	55555	County 1	555	Elementary School 1	12345678	Student	Good	A	2019	03	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	03/21/2022
20212022	55555	County 1	555	Elementary School 1	12345678	Student	Good	A	2020	03	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	03/21/2022
20212022	55555	County 1	555	Elementary School 1	12345678	Student	Good	A	2021	04	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	03/21/2022

The **Aggregate** report will be generated in PDF format. This report contains unduplicated counts of students who have taken longer than five (5) years to advance from Kindergarten to Fourth Grade; based on the primary enrollment of the academic year selected. The report outputs a student count and calculates a percentage to total students enrolled in fourth grade during the selected academic year; data is aggregated by demographic and student groups.

Academic Year			
Academic Year			
2022			
District Number/Name:	000/District 1		
School Number/Name:	000/All Schools		
	Extra Year in Primary Count	Total Students in Grade 04 per Subgroup	Percent to Total Extra Year in Primary Count
All Students (Grade 04)	10	100	10.00%
Female	3	50	6.00%
Male	7	50	14.00%
African American	4	27	14.81%
American Indian or Alaska Native	1	1	100.00%
Asian	0	1	0.00%
Hispanic	0	10	0.00%
Native Hawaiian or Other Pacific Islander	0	1	0.00%
Two or More Races	2	9	22.22%
White	3	44	6.82%
English Learner	1	4	25.00%
Economically Disadvantaged	5	67	7.46%
Students with Disabilities (IEP)	1	13	7.69%
Foster Care	0	1	0.00%
Homeless	0	0	0.00%
Migrant	0	0	0.00%
Military Connected	1	2	50.00%
Gifted and Talented	0	13	0.00%

Suggested report uses:

- Validate extra year in primary for accuracy for state reporting.
- Share aggregate information with elementary school leadership for awareness and equity analysis.